

**Result-Framework Document (RFD) of the Department of Higher Education  
For the Year 2010-2011**

**SECTION 1:  
Vision, Mission, Objectives and Functions**

**Vision:**

To realize India's human resource potential to its fullest in the higher education sector, with equity and inclusion.

**Mission:**

- (i) Provide greater opportunities of access to higher education with equity to all the eligible persons and in particular to the vulnerable sections.
- (ii) Expand access by supporting existing institutions, establishing new institutions, supporting State Governments and Non-Government Organizations / civil society to supplement public efforts aimed at removing regional or other imbalances that exist at present.
- (iii) Initiate policies and programmes for strengthening research and innovations and encourage institutions – public or private -- to engage in stretching the frontiers of knowledge.
- (iv) Promote the quality of higher education by investing in infrastructure and faculty, promoting academic reforms, improving governance and institutional restructuring towards the inclusion of the hitherto deprived communities.

## **Main Objectives:**

### 1. Access, Participation and Expansion

- To expand the higher education sector in all its modes of delivery to increase the Gross Enrolment Ratio (GER) in higher education to 15% by 2011-12 and to 21% by XIIth Plan.
- To expand institutional base of higher education (including technical, professional and vocational education) by creating additional capacity in existing institutions, establishing new institutions and incentivising state governments and Non-Governmental Organizations / civil society.

### 2. Equity and Inclusion

- To provide opportunities of higher education to socially deprived communities and remove disparities by promoting the inclusion of women, minorities and differently abled persons.
- To remove regional imbalances in access to higher education by setting up of institutions in unserved and underserved areas.

### 3. Quality enhancement

- To enhance plan support for infrastructure and faculty development in the institutions of higher learning and to attract talent towards careers in teaching and research.
- To create conditions for knowledge generation through improved research facilities in universities and colleges.
- To promote collaboration with International community, foreign governments, universities/institutions and regional and international institutions, for the advancement of universal knowledge and intellectual property rights.
- To promote development of Indian languages.

#### 4. Governance reforms

- To promote autonomy, innovations and academic reforms in institutions of higher learning.
- To undertake institutional restructuring for improving efficiency, relevance and creativity in higher education.

## Section 2 -Format of RFD

Column1 Objective	Column 2 Weight	Column 3 Action	Column 4		Column 5 Weightage	Column 6				
			Success Indicator	Unit		Target / Criteria Value				
						Excellent 100%	Very Good 90%	Good 80%	Fair 70%	Poor 60%
Access, Participation and Expansion	25	Setting up of new Central Universities	Site selection	Number	2.0	13	11	09	07	05
			Commencement of academic operations	Number	2.0	13	11	09	07	05
		Interest Subsidy Scheme on Education Loans for needy students	Percentage of total eligible loan applications approved	%	2.0	100	90	80	70	60
		Establishing Education Finance Corporation	Submission of the Cabinet Note	Date	2.0	31-1-2011	15-2-2011	28-2-2011	15-3-2011	31-3-2011
		Removal of Regional Imbalances by establishment of Model Degree Colleges in 374 identified educationally backward districts.	Colleges approved by UGC or Deptt. of HE	Number	2.0	110	100	90	80	70

Column1 Objective	Column 2 Weight	Column 3 Action	Column 4		Column 5 Weightage	Column 6				
			Success Indicator	Unit		Target / Criteria Value				
						Excellent 100%	Very Good 90%	Good 80%	Fair 70%	Poor 60%
		Operationalisation of 10 new NITs	Commencement of academic operations	Number	2.0	10	7	5	4	3
		National Mission on Education through ICT	Providing Connectivity to (a) Universities	Number	1.0	90	70	50	40	30
			(b) Colleges/ Polytechnics	Number	1.0	7000	6500	6000	5000	4000
		Building of the campuses of new IITs	Commencement of construction work at the permanent campus sites	Number	2.0	7	6	5	4	3
		Operationalisation of new IIMs	Commencement of academic operations	Number	2.0	4	3	--	--	2
		Setting up of 20 new IIITs	Submission of Cabinet Note	Date	1.0	31-7-2010	31-8-2010	30-9-2010	31-10-2010	30-11-2010
		Financial assistance for setting up of New	Polytechnics provided financial	Number	2.0	25	22	17	13	8

Column1 Objective	Column 2 Weight	Column 3 Action	Column 4		Column 5 Weightage	Column 6				
			Success Indicator	Unit		Target / Criteria Value				
						Excellent 100%	Very Good 90%	Good 80%	Fair 70%	Poor 60%
		Polytechnics	assistance							
		Financial assistance for upgradation of existing polytechnics	Polytechnics provided first installment of financial assistance	Number	2.0	100	90	70	60	50
		Skill Development of population in adjoining areas through Community Polytechnics	Persons trained	Number	2.0	1,00,000	70,000	65,000	60,000	55,000
Equity and Inclusion	13	Implementation of the Scheme for Integrating Differently Abled Persons in the mainstream of Technical and Vocational Education	Differently Abled persons covered	Number	2.0	2300	2070	1840	1610	1380
		Implementation of Central Educational	Annual percentage expansion in	%	3.0	10	9	8	7	6

Column1 Objective	Column 2 Weight	Column 3 Action	Column 4		Column 5 Weightage	Column 6				
			Success Indicator	Unit		Target / Criteria Value				
						Excellent 100%	Very Good 90%	Good 80%	Fair 70%	Poor 60%
		Institutions (Reservation in Admission) Act, 2006	capacity in each Central Educational Institution.							
		Opening of new campus of Aligarh Muslim University (AMU)	Commencement of operations at (i)Murshidabad (West Bengal) and (ii)Malappuram (Kerala)	Date	4.0	31-12-2010  31-12-2010	31-01-2011  31-01-2011	28-02-2011  28-02-2011	--  --	31-03-2011  31-03-2011
		Establishment of model degree colleges in Minority Concentration Districts	Colleges approved by UGC or Department of HE	Number	2.0	25	22	20	18	16
		Financial assistance for construction of Women's Hostel	Polytechnics provided first installment of financial assistance	Number	2.0	100	90	70	50	30

Column1 Objective	Column 2 Weight	Column 3 Action	Column 4		Column 5 Weightage	Column 6					
			Success Indicator	Unit		Target / Criteria Value					
						Excellent 100%	Very Good 90%	Good 80%	Fair 70%	Poor 60%	
Quality Enhancement	21	Setting up Innovation Universities	Submission of Cabinet Note	Date	2.0	30-09-2010	31-10-2011	30-11-2011	15-01-2011	31-01-2011	
		Independent Review of the 4 Research Councils.	Completion of review of :-	Date							
			(i) ICHR			1.0	31-1-2011	15-02-2011	28-02-2011	15-03-2011	30-03-2011
			(ii) ICPR			1.0	31-1-2011	15-02-2011	28-02-2011	15-03-2011	30-03-2011
			(iii) ICSSR			1.0	31-1-2011	15-02-2011	28-02-2011	15-03-2011	30-03-2011
			(iv) IIAS			1.0	31-1-2011	15-02-2011	28-02-2011	15-03-2011	30-03-2011
		Implementation of Technical Education Quality Improvement Programme-(TEQUIP) II	Submission of Cabinet Note	Date	2.0	31-05-2010	30-06-2010	31-07-2010	30-08-2010	30-09-2010	
Implementation of the Apprenticeship Training Scheme	Graduate Engineers and Diploma holders trained	Number	2.0	70,000	60,000	50,000	40,000	30,000			



Column1 Objective	Column 2 Weight	Column 3 Action	Column 4		Column 5 Weightage	Column 6				
			Success Indicator	Unit		Target / Criteria Value				
						Excellent 100%	Very Good 90%	Good 80%	Fair 70%	Poor 60%
		Scheme for establishment of 50 centres for training and research in frontier areas of Science and Technology	Submission of Cabinet Note	Date	2.0	31-12-2010	31-01-2011	28-2-2011	15-03-2011	31-03-2011
		Scheme for upgrading 200 Engineering Colleges	Submission of Cabinet Note	Date	2.0	31-12-2010	31-01-2011	28-02-2011	15-03-2011	31-03-2011
		Operationalisation of Centres for Development of Pali and Prakrit	Filling up of Sanctioned Posts as on 01-04-2010	% of Sanctioned Posts	2.0	100	90	80	75	60
		Full Operationalisation of National Translation Mission (NTM)	Appointment of Project Director	Date	2.0	30-09-2010	31-10-2010	30-11-2010	31-12-2010	31-01-2011.
		Operationalisation of scheme for Classical Languages- Telugu and	Decision of EFC	Date	1.0	31.08.2010	30-09-2010	31-10-2010	30-11-2010	31-12-2010.

Column1 Objective	Column 2 Weight	Column 3 Action	Column 4		Column 5 Weightage	Column 6				
			Success Indicator	Unit		Target / Criteria Value				
						Excellent	Very Good	Good	Fair	Poor
		Kannada								
		Selection of the Director, Central Institute of Classical Tamil	Recommendation of Search-cum-Selection Committee	Date	2.0	30-11-2010	31-12-2010	31-01-2011	28-02-2011	31-03-2011
Governance Reforms.	28	Establishment of NCHER.	Submission of Cabinet note	Date	9.0	31-12-2010	15-01-2011	31-01-2011	15-2-2011	28-02-2011
		Strategy for achieving GER of 30 by 2020	Finalisation of Concept Note	Date	2.0	31-08-2010	30-09-2010	30-11-2010	21-12-2010	31-01-2011
		Establishment of Mahatma Gandhi Institute of Education for Peace & Sustainable Development	Commencement of operations of the Institute	Date	3.0	02-10-2010	31-10-2010	31-01-2011	15-03-2011	31-03-2011
		Strategy for Internationalisation of Higher Education	Finalisation of Concept Note	Date	2.0	31-08-2010	31-10-2010	30-11-2010	31-12-2010	31-01-2011
		Digitisation of Copyright document	Commencement of digitisation	Date	3.0	31-12-2010	31-01-2011	28-02-2011	15-03-2011	31-03-2011

Column1 Objective	Column 2 Weight	Column 3 Action	Column 4		Column 5 Weightage	Column 6				
			Success Indicator	Unit		Target / Criteria Value				
						Excellent	Very Good	Good	Fair	Poor
100%	90%	80%	70%	60%						
		Dematerialization of Certificates of Educational Qualifications	Commencement of Pilot Project	Date	3.0	30-09-2010	15-10-2010	31-10-2010	30-11-2010	31-12-2010
		Amendment of IIT Act 1961	Submission of Cabinet Note for inclusion of 8 new IITs.	Date	2.0	31-08-2010	30-09-2010	31-10-2010	30-11-2010	31-12-2010
		Conversion of Institute of Technology, BHU into an IIT	Submission of Cabinet Note	Date	2.0	31-08-2010	30-09-2010	31-10-2010	30-11-2010	31-12-2010
		Formulation of IIT Act	Submission of Cabinet Note	Date	2.0	31-10-2010	15-12-2010	30-01-2011	28-02-2011	31-03-2011
Efficient Functioning of the RFD System	5	Timely submission of Draft for approval	On-time submission	Date	2.0	5-3-2010	8-3-2010	9-3-2010	11-3-2010	
		Timely submission of Results	On-time submission	Date	1.0	2-5-2011	3-5-2011	4-5-2011	5-5-2011	6-5-2011
		Finalise a Strategic Plan	Finalise the Strategic Plan for next 5 years	Date	2.0	10-12-2010	15-12-2010	20-12-2010	24-12-2010	31-12-2010

Column1 Objective	Column 2 Weight	Column 3 Action	Column 4		Column 5 Weightage	Column 6				
			Success Indicator	Unit		Target / Criteria Value				
						Excellent	Very Good	Good	Fair	Poor
100%	90%	80%	70%	60%						
Improving Internal Efficiency/ Responsiveness/ Service delivery of Ministry / Department	6	Develop RFDs for all Responsibility Centres (Subordinate Offices, Attached Offices, Autonomous Bodies)	Percentage of RCs covered	%	2.0	100	95	90	85	80
		Implementation of Sevottam	Create a Sevottam compliant to implement, monitor and review Citizen's Charter	Date	1.0	1-10-2010	5-10-2010	11-10-2010	15-10-2010	20-10-2010
			Create a Sevottam compliant system to redress and monitor public grievances	Date	1.0	1-10-2010	5-10-2010	11-10-2010	15-10-2010	20-10-2010
			Independent Audit of Implementation of Citizen's	%	1.0	100	95	90	85	80

Column1 Objective	Column 2 Weight	Column 3 Action	Column 4		Column 5 Weightage	Column 6				
			Success Indicator	Unit		Target / Criteria Value				
						Excellent 100%	Very Good 90%	Good 80%	Fair 70%	Poor 60%
			Charter							
			Independent Audit of implementation of public grievance redressal system	%	1.0	100	95	90	85	80
Ensuring compliance to the Financial Accountability Framework	1	Timely submission of ATNS on Audit Paras of C&AG	Percentage of ATNs submitted within due date (4 months) from date of presentation of Report to Parliament by CAG during the year	%	0.5	100	90	80	70	60
		Timely submission of ATRs to the PAC Sectt. On PAC Reports	Percentage of ATRs submitted within due date (6 months) from date of presentation of Report to Parliament by	%	0.5	100	90	80	70	60

<b>Column1</b>	<b>Column 2</b>	<b>Column 3</b>	<b>Column 4</b>		<b>Column 5</b>	<b>Column 6</b>				
<b>Objective</b>	<b>Weight</b>	<b>Action</b>	<b>Success Indicator</b>	<b>Unit</b>	<b>Weightage</b>	<b>Target / Criteria Value</b>				
						<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
						<b>100%</b>	<b>90%</b>	<b>80%</b>	<b>70%</b>	<b>60%</b>
			PAC during the year							
	1	Early disposal of pending ATNs on Audit Paras of C&AG Report presented to parliament before 31.3.2010	Percentage of outstanding ATNs disposed off during the year	%	0.5	100	90	80	70	60
		Early disposal of pending ATRs on PAC Reports presented to Parliament before 31.3.2010	Percentage of outstanding ATRs disposed off during the year	%	0.5	100	90	80	70	60

### Section – 3: TREND VALUES

The trend Value is not relevant in this RFD as most of the initiatives proposed are altogether new for achievement of the stated objectives.

Objective	Action	Success Indicator	Unit	Actual Value for FY 08/09	Actual Value for FY 09/10	Target Value for FY 10/11	Projected Value for FY 11/12	Projected Value for FY 12/13
Expansion of access to Higher Education	Consolidation of 6 new IITs	Commencement of Post graduate and research courses			40	75	100	
Equity / Inclusion	Operationalisation of 4 new IIMs of the first phase	Commencement of Post graduate programme				140	280	
	Implementation of Central Educational Institutions(Reservation in Admission) Act 2006	Average 36% expansion in capacity in each Central Educational Institutions		9% expansion	9% expansion	9% expansion		
Quality Enhancement	Scheme for Apprenticeship Training	Graduate Engineers trained	Numbers	58877	43779	70000	70000	-----

## Section 4

### **Description and Definition of Success Indicators and proposed measurement methodology**

Higher education is of vital importance for the country, as it is a powerful tool to build knowledge-based society of the 21st Century. Improvement of access along with equity and excellence, the adoption of state-specific strategies, enhancing the relevance of higher education through curriculum reforms, vocationalisation, networking and information technology and distance education along with reforms in governance structures are some of the main policy initiatives of the higher education sector. The other important policy initiatives in higher education are programmes for general development of universities and colleges; special grants for the construction of hostels for women; scholarships to students, scheme to provide interest subsidy on educational loans for professional courses to ensure that nobody is denied professional education because he or she is poor and making interventions to attract and retain talent in the teaching profession in the higher and technical education. Emphasis has been laid on expansion with equity, use of Information & Communication Technology (ICT) and promotion of quality education.

India is a nation of young people - out of a population of above 1.1 billion, 672 million people are in the age-group 15 to 64 years, which is usually treated as the "working age population". It is predicted that India will see a sharp decline in the dependency ratio over the next 30 years, which will constitute a major demographic dividend for India. In the year 2001, 11% of population of the country was in age group of 18-24 years which is expected to go up to more than 12% by the end of XI th Five Year Plan. This large population should be considered as an invaluable asset of human resources and should be provided the necessary skills so as to empower them to contribute to our national economy as also to the development of the entire world.

In order to reap benefits of this demographic dividend; access, equity and quality have been major concerns of the Government in the higher education sector. Need has been felt that Gross Enrolment Ratio in higher education, which is 12.4% (as per 2006-07 provisional data) should be raised to a significant level in a time bound manner. In the XIth Five Year Plan (2007-2012), the funding for higher education has been increased by almost ten times over the expenditure incurred in the previous Xth Five Year Plan and the Department of Higher Education expects to raise the GER to 15% by the end of the XIth Five Year Plan in 2012. As on 31.12.2009, there are 504 Universities and University level Institutions - 243 State Universities, 53 State Private Universities, 40 Central Universities, 130 Deemed Universities, five Institutions established under various State legislations and 33 Institutions of National Importance established by Central Legislation and 5 institutions established under various State legislations. In addition, there are 25,951 colleges including around 2,565 colleges for women. However, many more universities and colleges will need to be opened with public and private funding while ensuring equity and excellence. Ways will also have to be found to provide increased funding for higher education, including innovative models of public-private partnership to seek private participation in higher education, without compromising on equity and excellence.



In order to increase access, the Department of Higher Education has made efforts to have at least one Central University of national character in each State of our Union. In the area of technical and professional education, 8 new Indian Institutes of Technology and 8 new Indian Institutes of Management, 20 new Indian Institutes of Information Technology and 10 National Institutes of Technology are being set up and work has started in this direction. Apart from these, 5 Indian Institutes of Science Education and Research (IISERs) and 2 Schools of Planning and Architecture have also been established. Department of Higher Education also plans to assist the State Governments in establishing 374 new Degree Colleges, one each in educationally backward districts of our country as also in establishing about 1000 new Polytechnics. A process of academic reforms has also been initiated which includes the introduction of the semester system, regular upgradation and updating of syllabi, introduction of the choice-based credit system, which allows students to pick and choose courses to earn credit, mandatory assessment and accreditation, etc. Apart from incentivising the State Governments to make investments for new institutions of higher learning, the Department is also incentivising them to improve the infrastructure of the existing institutions, along with ushering of educational reforms.

The Information & Communication Technology (ICT) revolution worldwide has facilitated ready access to wide information and diverse knowledge. Our institutions of higher learning also need to create and protect intellectual property. A National Mission on Education through ICT has already been launched on 3rd February 2009 which will cost nearly Rs.5000 crores in the next three years and will provide internet connectivity to over 20,000 degree colleges and over 10,000 departments in the Universities.

An important challenge before us in the higher education sector is to bring Governance Reforms not only in the institutions of higher learning but also in the regulatory structures of the higher education system. There is also a challenge of maintaining quality and excellence while ensuring rapid expansion of the higher education system. The higher education system is also faced with the challenge to attract and retain good faculty in adequate numbers to meet the demand of the rapidly expanding higher education system. Efforts also need to be made to restore the respect for teaching profession and the status of the teacher must come first and above everyone in the society as has been the tradition of our country.

The description of Success Indicators of the Results Framework Document are as follows:-

<b>S. No</b>	<b>Success Indicator</b>	<b>Description/Definition</b>
1	Setting up of new Central Universities	In order to increase access with quality, the Department has set up 16 new Central Universities under Central Universities Act, 2009. These universities have been set up in each of such States which did not have a Central University (except Goa). In Jammu & Kashmir, there are two universities one in Kashmir Division and another in Jammu Division. In Madhya Pradesh, Chhatisgarh and Uttarakhand the existing State Universities at Sagar, Bilaspur and Garhwal have been upgraded as Central Universities
2	Interest subsidy scheme on Education Loan for needy students	Government of India has approved a new Central Sector Scheme to provide full interest subsidy during the period of moratorium on loans taken by students belonging to economically weaker sections from scheduled banks under the Educational Loan Scheme of the Indian Banks' Association for pursuing any of the approved courses of studies in technical and professional streams from recognized institutions in India.

3	Establishing National Education Finance Corporation	Government is considering a proposal to set up a National Education Finance Corporation to refinance the educational loans provided by banks and other financial institutions and for development of infractusture of educational institutions.
4	Removal of regional imbalances by establishing of Model Degree Colleges in 374 identified educationally backward districts	UGC undertook a survey for identifying educationally backward districts of the country where GER is less the national average. They have identified 374 such districts. The Department has now decided to set up model colleges in these backward districts subject to the submission of the proposal by the respective State Governments. This is a part of policy of the Government for access, participation and expansion of higher education.
5	Setting up of 7 IIMs and 8 IITs	Technical work force needs high level of knowledge and skills to deal with the fast changing technologies in order to successfully complete in the global labour market. In order to increase access to the professional and technical education, the Department has decided to set 7 new IIMs and 8 new IITs in different parts of the country.
6	Setting up of 10 new NITs, 20 IIITs	In addition to existing 20 National Institutes of Technology (NITs) with an annual intake capacity of about 15,000 in engineering and related subjects, 10 more NITs have been approved under the XI Plan and will be set up in Arunachal Pradesh, Manipur, Meghalaya, Mizoram, Nagaland, Goa (which will also cater to UTs of Daman and Diu, Dadra and Nagar Haveli and Lakshadweep), Puducherry (which will also cater to Anadman and Nicobar Islands) Sikkim, Delhi (which will also cater to Chandigarh) and Uttarakhand. The concerned State/UTs are in the process of identifying suitable land for the institutions. Planning Commission has already accorded 'in-principle' approval for twenty new Indian Institutes of Information Technology (IIITs) in PPP mode during the XI Plan which will be high quality autonomous institutions specializing in IT applications in one or more domain areas, to be set up in partnerships with the States and industry.
7	Financial assistance for setting up of new polytechnics, upgrading of existing polytechnics and skill development of population in adjoining areas through community polytechnics	In pursuance of Hon'ble Prime Minister's Independence Day speech on 15 <sup>th</sup> August 2007 announcing the launch of a Mission on Vocational Education and Skill Development, Planning Commission had proposed that the Skill Development Mission would comprise four Sub-Missions including one on Polytechnics. The Sub-Mission on Polytechnics as proposed by the Planning Commission was supposed to have the following components during the XIth Plan period; (i) Establishment of New Polytechnics, (ii) Strengthening of Existing Polytechnics (iii) Expansion of Community Polytechnic Scheme, (iv) support to Engineering Colleges for Diploma Courses and (v) Construction of Women's Hostel in Polytechnics
8	Implementation of the Scheme for Integrating Differently Abled Persons in the mainstream of Technical and Vocational Education Implementation of the	The Persons with Disabilities (Equal Opportunites, Protection of Rights and Full Participation) Act, 1995 provides for free education to the disabled children till attaining the age of 18 years, to promote integration of students, disabilities in normal schools to equip the special school for children with disabilities with vocational training activities. The Department of Higher Education through various organizations like UGC, Central Universities, AICTE have taken several initiatives to promote higher/professional education among

	Scheme for Integrating Differently Abled Persons in the mainstream of Technical and Vocational Education	the persons with disabilities. These initiative include providing, enabling environment, human resource development and promoting higher education to the persons with disabilities
9	Implementation of Central Educational Institutions (Reservation in Admission) Act, 2006	In accordance with the CEI (Reservation in Admission) Act, 2006, 27% reservation is to be provided to students from OBC category in educational institutions. In order to implement the Government policy. The annual capacity of these institutions is to be enhanced by 54% to fill up the reservation quota for OBCs without adversely affecting the distribution of seats for the other category of students. Therefore, every year all the Central Educational Institutions have to enhance their annual capacity.
10	Setting up of Innovative Universities and Review of Research Councils	In order to improve quality of the education, the Department has decided to set up Innovation Universities aiming at world class standards to attract talent to these universities to enable the knowledge talent around the world to cluster in the universities proposed to be developed as Global Centres of Innovations. Government has also decided to review the existing Research Councils viz. ICHR, ICPR, ICSSR, IIAS to discuss their relevance and performance and also suggest measures steps to be taken for improvement.
11	Implementation of Technical Education Quality Improvement Programme-(TEQUIP) II	In order to enhance the quality in Technical Education, Department has implemented a Technical Quality Improvement Programme with the assistance from the World Bank to improve the quality of education and enhance the capacities of the technical institutions to become dynamic, demand-driven, quality conscious and competitive at national and international levels. The proposed reforms include faculty development, examination reforms, regular curriculum revision, introduction of semester system, focus on research and giving autonomy with the accountability.
12	Establishment of NCHER	On the basis of recommendations of Prof. Yashpal Committee and the National Knowledge Commission, Government has decided to establish National Commission for Higher Education & Research as an overarching body to preserve standards and to facilitate and coordinate measures to ensure access, inclusion and quality of higher education.
13	Digitisation of Copyright document	Copyright documents will be digitalized by the Department to facilitate common man to access them.
14	Dematerialization of Certificates of Educational Qualifications	The Government is contemplating the establishment of a national database of academic qualifications created and maintained in an electronic format by an identified, registered depository. This would provide immense benefit to institutions, students and alumni and employers by enabling online access of academic qualifications, eliminating the need for persons to approach educational institutions for obtaining transcripts or for verification as well as reduce the need for institutions to preserve records related to academic performance of students for number of years. The system could also eliminate fraudulent practices such as forging of certificates and mark sheets through facilitating online verification.

An important feature in the growth of GER would be the participation of private sector in the higher education sector. A number of educational reforms, particularly relating to governance issues, are being undertaken so that while on the one hand, private participation is encouraged on the other hand, quality is also maintained by making accreditation and assessment mandatory for all institutions instead of the present system of voluntary accreditation. Scheme of scholarships and interest subsidy on educational loans, have also been launched so that talented students are not denied opportunity to pursue higher education because of financial constraints.

**The Acronyms used in this document are as under:-**

AICTE	-	All India Council for Technical Education
AMU	-	Aligarh Muslim University
CCEA	-	Cabinet Committee on Economic Affairs
CICT	-	Central Institute of Classical Tamil
EFC	-	Expenditure Finance Committee
FO	-	Finance Officer
GATE	-	Graduate Aptitude Test in Engineering
GER	-	Gross Enrolment Ratio
HEI	-	Higher Educational Institutions
ICHR	-	Indian Council for Human Research
ICPR	-	Indian Council for Philosophical Research
ICSSR	-	Indian Council of Social Science Research
ICT	-	Information & Communication & Technology
IIAS	-	Indian Institute of Advance Studies
IITs	-	Indian Institutes of Information Technology

IIM	-	Indian Institute of Management
IISERs	-	Indian Institute of Scientific Education and Research
IIT	-	Indian Institute of Technology
MOA	-	Memorandum of Association
NCHER	-	National Council for Higher Education and Research
NIT	-	National Institute of Technology
NTM	-	National Translation Mission
OBC	-	Other Backward Classes
PAC	-	Project Approval Committee
PGP	-	Postgraduate Programme in Management
TEQIP	-	Technical Education Quality Improvement Programme
UGC	-	University Grants Commission
UNESCO	-	United Nations Educational, Scientific and Cultural Organization

The success indicators in Table I are basically steps which are to be taken towards achieving the action point listed, which put together will result in the larger objectives identified by the Department of Higher Education i.e. (1) Access, Participation and Expansion, (2) Equity and Inclusion (3) Quality enhancement and (4) Governance Reforms. The measurement methodology is also simple, such as start of academic operation by new Institutions (under Expansion), achievement of percentage of OBC reservation (under Equity). Action points listed under Quality Enhancement and Governance Reforms are not quantifiable but target dates have been given in the document for each such action point.

## **Section 5**

### **Specific performance requirements from other departments that are critical for delivering agreed results**

- RFD document envisages setting up of 374 Model Colleges in each educationally backward district. These colleges, however, can be set up only on receipt of the proposals from the state governments.
- Finalization of Legislative proposals for educational reforms also depends on timely consultation with all stakeholders and timely response from all concerned Ministries/Departments on Policy during Inter-Ministerial Consultations.
- Setting up of various educational institutions as indicated in the RFD depends on timely transfer of land by the concerned State Governments
- Department has decided to set up IIMs in Uttarakhand and Rajasthan, but both the States are yet to provide land for the same.
- Implementation of Interest subsidy scheme on educational loans for needy students is through the Banks and their cooperation will be critical for delivering agreed results.

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